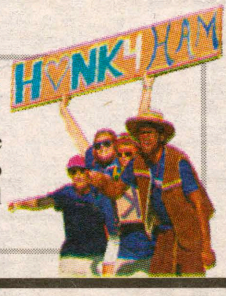
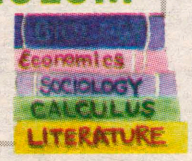
LIVING, LEARNING



The recently established Committee on the First-Year Experience seeks to ease the transition from high school to college. **See page 2.**

CHANGING CURRICULUM



The Hamilton curriculum used to be anything but open. To trace the evolution of our education, **see page 13.**

SAM AMIDON

The Independent Music Fund brings the folk musician to campus for a performance. **See page 10.**

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THE SPECTATOR

Thursday, December 1, 2011

Volume LII Number ~~11~~ 12

Counseling Center struggles with understaffing, weeks-long wait list

by Chris Richardson '14
News Contributor

Counseling Services on campus are a vital resource for many students—16 percent of the student body, or 288 students, sought counseling last year. However, the Counseling Center is currently understaffed, resulting in difficulties acquiring appointments as the semester progresses.

Counseling Services is situated in the renovated attic of the Health Center. It houses three counselors: Dr. Jan Fischer, Dr. Bob Kazin and Dr. David Walden, along with Sue Hill, the office coordinator. All are committed to helping students deal with psychiatric issues common to the population at large– depression, anxiety, stress– as well as problems that are of particular importance to college-age populations– such as identity and sexual orientation. Counselors generally meet one-on-one with a student no more than once a week.

> **"Every time I go, I struggle to get another appointment and often have to settle with inconvenient times."**

Students can go to the Counseling Center for a range of problems, and they do not have to be serious in nature. Cooper Creagan '13 went to the Center "even though [he] didn't find my issues to be incredibly severe." Even so, he found counseling to be helpful. "[Bob] didn't treat my issues like a personal fault of mine, but rather a problem that had a cause, symptoms and a solution. I expected him to just tell me what to do differently, but our sessions were much more like discussions than anything else. If something he said didn't sit right with me, he listened well and did his best to adjust…He always considered what we were doing to be 'important work,'" said Creagan.

Students can also seek advice on how to help friends. Lauren Magaziner '12 explained that, "I've been to the counseling center for advice on how to help a friend through a difficult situation, and they were extremely helpful. They gave me great advice about what I could do. Even though I was going on behalf of a friend, they made sure that I was feeling okay about everything."

However, as a result of chronic understaffing, many students face difficulty in getting appointments. For example, Madison Brown '14 said that "a couple months ago, I went through a period of severe depression. I was able to get an emergency appointment, but after that, I was only able to get an appointment a week and a half or two weeks away. Every time I go, I struggle to get another appointment and often have to settle with inconvenient times."

Often, this understaffing results in the development of a wait list toward the end of the semester. Usually, during the second semester, students must wait up to ten days to see a counselor. However, issues of immediate importance can always be addressed as a counselor is on call 24 hours a day, and the counselors at times put in extra hours to fit students in. In Magaziner's situation "fortunately, for that particular visit, I was able to schedule an emergency appointment the same day the issue arose, but I only got to meet with a counselor that day because he kindly offered to work overtime so that we could chat."

Dr. Kazin believes that wait lists grow for two reasons. First, as the semester progresses, classes and relationships tend

*see **Counseling Center**, page 3*

PHOTO BY MEGHAN WOOLLEY '13

Kayla Safran '13 based her History of Hamilton research project on student scrapbooks, which she incorporated into her case exhibit.

Displays 'open up windows into the lives of past Hamilton and Kirkland students'

by Meghan Woolley '13
News Contributor

Students in Publius Virgilius Rogers Professor of American History Maurice Isserman's History of Hamilton College Class this semester have been using hands-on learning techniques to delve into our college's past. As part of a final research project, four members of the class put together displays that explore different aspects of Hamilton College's past, from students' reactions to the Vietnam War to theater and scrapbooking. These displays, which are available for the entire campus to view on the third floor of the library and by the McEwen rock swing, open up windows into the lives of past Hamilton and Kirkland students and help us to relate to Hamilton's past in a more immediate and personal way.

Betty House, the creative services production manager of communications and development, reworked the display on Kirkland College in McEwen to more fully embody the accomplishments and character of Kirkland College students. In preparation for creating the display, she spoke with three Kirkland alumnae and researched important events that influenced Kirkland. The objects she chose to display represent these events and the environment of Kirkland's campus. For

*see **Displays**, page 3*

Kirkland College legacy lives on in Hamilton arts

by Taylor Coe '13
Arts & Entertainment Editor

This article is the first in a two-part series about the legacy of the Kirkland arts and what it means for Hamilton today.

As Hamilton moves briskly through its bicentennial year, the decade of Kirkland—spanning from the its inception in 1968 to its merger with Hamilton in 1978, now 34 years ago—is slowly edging away from us, becoming a brief chapter in the much longer history of Hamilton.

As anyone in the campus community could tell you, the effects of Kirkland's presence on the Hill are still reverberating today. But while the presence of female students on the Hill is Kirkland's most notable contribution to the College we know now, there is another gift from Kirkland of equal stature: the arts and the attitudes that came along with them.

Before the arrival of Kirkland, arts on the Hill, while not absent, were certainly in limited supply. In fact, the study of visual art and art history was confined to two professors—current Professor of Art History Rand Carter, who taught art history, and Professor of Art Jim Penney, who taught painting. Theater on campus was limited to the student group The Charlatans and music was represented by the College Choir and the Buffers a cappella group. And while literature may have been read in English classrooms, none was formally written in any of them.

It was only after the merger with Kirkland that art was offered as a concentration by the College. Before Kirkland, the arts served as merely a postscript to an undergraduate education.

"There's a long tradition in American culture to say, 'You know the arts are not essential. They're embellishments. Get a nice education, and you can add art to it if you have time, so you can be cultured,'" explained Professor of Art History Deborah Pokinski, who began teaching at Hamilton in 1978.

Not a viable career possibility for Hamilton students, art was generally relegated to the status of an extracurricular activity. That attitude toward art, however, shifted once Kirkland opened on the Hill.

"Even before the merger, students were coming to Hamilton because of Kirkland," pointed out Marjorie and Robert W. McEwen Professor of English Emeritus Bill Rosenfeld, who first taught at Kirkland as a professor of creative writing before joining the Hamilton faculty after the merger.

"I remember talking to a lot of [Hamilton] students in creative writing who told me, 'We came to Hamilton because where else could you concentrate in creative writing?'" said Rosenfeld.

One of those Hamilton students with an interest in the arts was Josh Simpson '72, who came to Hamilton with the intent of taking ceramics courses at Kirkland. That goal, however, came with a small snag.

"Part of the reason I came to Hamilton was that there was a ceramics department at Kirkland," said Simpson, "but what they didn't tell me is that I couldn't take classes there for credit."

For most students who chose to cross-register—taking courses at Kirkland as a Hamilton student or vice versa—there were some difficulties. For students and faculty, the looming issue with cross-registration was grades. Kirkland traditionally did not provide grades for students—preferring to give out evaluations—but Kirkland professors were required to work out grades for Hamilton students taking their courses. Hamilton students interested in the visuals arts, however, were out of luck; Hamilton students were barred from receiving credit for visual arts courses at Kirkland.

So Simpson, upon his arrival at Hamilton, was immediately confronted

*see **Kirkland Arts**, page 9*

Student Assembly Election Platforms

Jason Mariasis
Presidential Candidate

Jason Ross
Vice Presidential Candidate

Get It Done:
Jason R. and I will *do what matters* through our *Get It Done (GID)* strategy.

Every meeting will be meaningful and will focus on what students want. A vote for us is a vote for the *students*!

What:
Our top four priorities and promises are:

- *Dining*—Longer hours, greater selection, more places to eat (especially after normal dining hours)
- *Parking*—Reform rules and find creative solutions to increase available spaces
- *Diversity*—Effectively increase awareness on campus
- *Enforcement*—Remove over-the-top alcohol policies, replace with productive policies

Other focuses include increasing the number of non-alcoholic events, giving student organization leaders a direct voice in the funding allocation process, and adding additional study spaces!

Email jmariasi@hamilton.edu if you want to know how.

Why us:
We are results-oriented with a strong track record, and deeply care about Hamilton students. I've started successful businesses, founded the Entrepreneur Club, and won the Hamilton Governance Competition through my SA study, among other reasons. Jason R. is forward-thinking, creative, and a visionary.

We promise you'll notice changes by the end of next semester. We're running because we care (it's my last semester), not to fluff our resumes.

Vote for results. Vote J&J.

Rachel Bristol
Presidential Candidate

Tara Huggins
Vice Presidential Candidate

Greg Scott
Vice Presidential Candidate

Rachel Bristol has served two terms as representative and treasurer for the class of 2013. As treasurer, she worked to allocate Student Assembly funds in a fair and efficient manner. Rachel also sits on the Student Interests Committee and the new Philanthropy Committee where she worked to get holiday lights for the Martins Way Bridge and voted for Student Assembly to support A Better Chance Program for this year's charity. As president, Rachel would continue the dialogue about the alcohol culture on campus between students and the administration and strive to make Hamilton the best it can be. Rachel is an AA leader and a member of the Squash team.

Greg Scott is the current VP of Student Assembly and captain of the golf team and Tara is an active member of CAB, a tour guide and chair of the Social Traditions committee

Rachel, Tara, and Greg look forward to garnering more school spirit, promoting tolerance and respect on campus, working with Bon Appetit to make sure all students food needs are met, and effectively representing every student at Hamilton.

Note: Tara and Greg will split the VP term because Tara will be going abroad in the fall.

New Committee on the First-Year Experience formed

To improve 'living and learning' programs, housing, academics, pre-orientation

by Kate Moore '12
News Editor

The Class of 2015's first-year experience is already significantly different from that of the current seniors. In the past four years alone, a sexual assault education component was added to orientation, and a common reading program has been introduced. To assess and enhance these changes, the College has recently formed an ad-hoc Committee on the First-Year Experience, chaired by Meredith Harper Bonham, senior associate dean of students for strategic initiatives.

According to Bonham, the new committee will address four key components that shape Hamiltonians' first semesters of college. The "Living and Learning" component will consider the effect of the programs that combine the social and academic experiences of participants. Currently, the REAL program offers first-years the opportunity to live and take a course together.

"I think any sort of 'living and learning' component is be very beneficial for the first year experience," said Courtney Anderson '15. "These set-ups allow students to get ahead a few steps in the social process by already living with people that might share common interests."

"It sounds nice, but I don't think it's necessary. I know many roommates who just so happen to share a class together, like my roomie and I," said Kayla Cody '15.

The REAL program was previously housed in the all-freshman Wertimer House but has since moved to South Residence Hall, which houses students from all class years. Bonham says the impact of the REAL program will be examined, and committee members may consider expanding the program or creating additional options.

The second component will address housing in general. Several other committees and studies have examined the pros and cons of class-segregated housing. According to Bonham, research has actually shown that all-freshman housing situations foster a sense of class unity that provides an essential support base to first-years. Currently, Wertimer House is the only all-freshman residence.

"The Wertimites have a made a stronger bond because we all relate on a certain level and have a community to rely on," said Jose Vazquez '15. "Whether you need to sit with someone at Commons or go to the library, there's always someone from Wertimer you can hang out with."

Sirianna Santacrose '15 suggested segregating classes by floor. "I think it would be nice to have more buildings where freshman all live on a hall together, but the other halls in the building could be mixed grades in order to promote freshmen meeting people from different class years and experiences," said Santacrose.

Other students think all-freshman housing is a bad idea. "After sharing stories with friends from other schools, I really appreciate being integrated with other class years," said Sky Aulita '15. "They're able to answer questions you might have, and I found that they were all surprisingly open to expanding their friend groups to include the freshmen."

"Segregating the freshmen away from the rest of the student body would only foster a growing division between classes. Living with older students is an intrinsic part of college, because it creates a feeling of *school* unity," said Anna MacDonald '15.

Another subject the Committee on the First-Year Experience is hoping to tackle is the introduction of a first-year seminar. Hamilton students are currently not required to take any specific course, but the first-year seminar could provide common academic ground.

"A first year seminar would be great," said Vazquez, "[especially a] class that emphasizes on the learning of different backgrounds and where classmates are from. This prevents misunderstanding between students' cultures." Vazquez also suggested a seminar on the Career Center would be helpful to first-year students. Similarly, Adam Gwilliam '15 said he might interested in taking a course that "met maybe a total of three or four times at the beginning of the first semester that taught us about Hamilton and all the resources it offered us."

Anderson believes that certain 100-level courses already fill this role without being designated as required seminars. "Many of the intro-level classes are primarily freshmen anyways, so the addition of a first-year seminar would just add on to a pre-existing condition," said Anderson.

Others worry a required seminar would hurt students academically.

"This is a bad idea," said Savannah Alvarado '15. "One of the most amazing things about Hamilton is that we have such a diverse student body. All of us have different interests and the open curriculum embraces that. Having a first-year seminar ruins that idea of a diverse people and takes up time that students could be using to pursue what they are passionate about."

"Classes should be filled with those who want to be there, not those who are being forced to," said John Boyle '15.

The final issue the Committee will address is pre-orientation. The two existing programs, Adirondack Adventure and Outreach Adventure, offer incoming students the chance to meet and bond with their peers while enjoying camping, athletic or volunteer trips off campus. The pre-orientation programs are currently voluntary, and highly popular among those who participate. Several hundred students participate in pre-orientation each year.

"I did an [Outreach Adventure] trip. I really wanted to do some community service, as well as move in as early as possible," said Sean Smith '15. "I wouldn't make it a requirement, but I do agree it helps out a lot with becoming familiar with the campus, and perhaps meeting a friend, or two."

"My pre-orientation experience was amazing but I think it was almost too amazing," said Alvarado. "That week was the best week that I have had with Hamilton College. I made friends there that I loved. When I got on campus I was not worried about making new friends. Now I regret not branching out in the first few days of school. It is much harder to make new friends now."

The Committee will be drawing on past research and conclusions from internal and external reports. In addition, the Committee will be seeking input from the Hamilton community at large, via online surveys, public meetings, and brown bag lunches. The Committee's first meeting took place this past Wednesday, so all plans are in very preliminary stages. It will likely take several years for the Committee's changes to be fully implemented; for example, Bonham says the first changes to housing would not occur until Fall 2013. At the same time, the College is eager for the Committee to develop plans as soon as possible, as many of Hamilton's peer institutions already have established similar committees.

Isaac Handley-Miner '14, student member of the Committee on the First-Year Experience, hopes that the Committee will be able to ease first-years' adjustment to college life: "For a lot of students, transitioning into college life is a positive experience, but that doesn't mean there aren't a lot of challenges that go along with it. From personal experience, I think Hamilton does an excellent job of helping freshmen with the transition, but hopefully we can make this transition even easier and more fluid."

Student Assembly Update

by Eve Denton '12
News Writer

Clinton merchants discuss the possibility of another "town stroll" for Hamiltonians

Three local merchants—Joyce Polanowicz, Linda McHarris and Bobbie Paravati—spoke at the Nov. 28 Student Assembly meeting about two efforts they are interested in. On the Friday after Thanksgiving, Clinton has an annual "town stroll" in which thousands of people turn out for shopping, food and celebration with neighbors. Because Hamilton students are generally not on campus during this time, we miss an exciting opportunity to engage with Clinton stores. The merchants discussed setting up a similar event for Hamilton, which is tentatively scheduled for Saturday, Dec. 10. Ideas discussed to encourage students to participate include discounts at local stores, hot chocolate and cookies.

A recent article in the *Boston Globe* mentioned Clinton as one of the best college town destinations in the North East. Clinton merchants, however, felt like the collegiate feel in town could still be improved. Clinton enjoys having young people visit the town. Student Assembly agreed that featuring more college merchandise and having Hamilton banners in town could help to increase this feeling.

Student Assembly seeks to participate in more philanthropic activity

Student Assembly continues with their mission to dedicate more to philanthropic events this year. Like other organizations on campus, they plan to adopt one or two families as part of the COOP's food and gift basket drive in Utica. As part of this project, the Assembly will fulfill the requests of a local family to ensure that they have a happy holiday season.

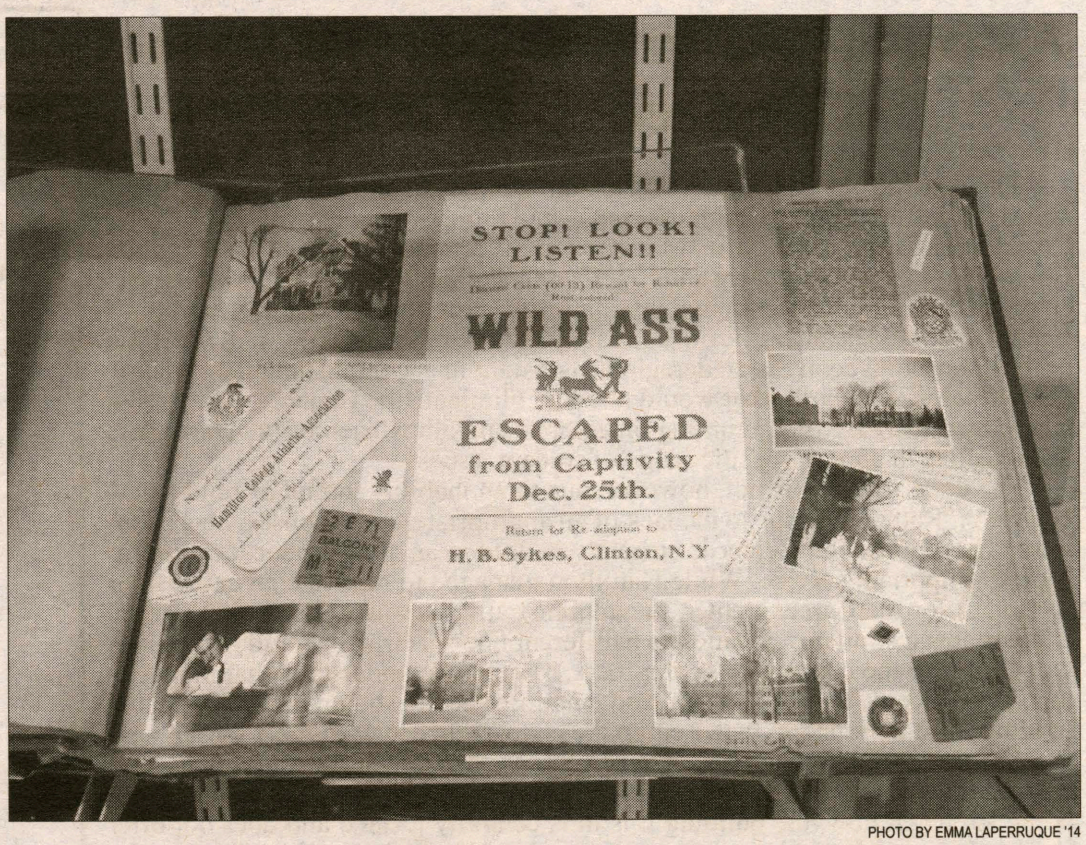

PHOTO BY EMMA LAPERRUQUE '14

Kayla Safran '13 based her History of Hamilton project on student scrapbooks.

Scrapbooks, protests reveal past students' interests, motivations

from ***Displays,*** *page 1*

instance, she included a green hard hat, one of the ones given to the first incoming class at orientation.

When Kirkland was first starting, it didn't have an established reputation or developed campus to attract students. Instead, it promoted the idea that students would be involved in shaping the college as it grew. The hard hat symbolized this involvement and the interactive nature of Kirkland College. House also highlighted the significance of the Vietnam War, which sparked a number of student protests, and an economic downturn which ultimately led Kirkland to merge with Hamilton. Through the artifacts and research she presents in her display, House hopes to offer a glimpse into the lives of Kirkland College students. She said, "I don't think previous displays explained the story of Kirkland. . . I wanted the Kirkland women to look at this display and say, 'We did something great.'"

Kayla Safran '13 explored the collection of student scrapbooks in the Hamilton College archives and chose a selection from 1910-1925 to explore. She sees each scrapbook as a "window into the mind of a student" and looked at the items included in each scrapbook, the way they were organized and handwritten comments within them to gain an understanding of the young men who created the scrapbooks. She was particularly interested in seeing whether the scrapbooks reflected the anti-intellectualism that was growing at the time. She did find that the scrapbooks had a heavy focus on social life. There were many references to partying and drinking, leading Safran to comment, "A lot of them seemed to live from house party to house party." Sports were also very prominent in the scrapbooks, many of which included records of scores throughout the year. A few of the scrapbooks even contained belittling jokes about education. Next to a template question asking for a favorite book, one student wrote "never read 'em."

Despite this apparent lack of appreciation for academics, Safran believes Hamilton students may have been more intellectually-inclined than they appeared. She compares the scrapbooks to Facebook today, which students primarily use to document their social lives even if academics are important to them. Safran thinks that through these scrapbooks, Hamilton students were trying to "reflect what they thought they had to exude." The scrapbooks were a way for the young men of Hamilton's past to represent their experiences and show who they wanted to be.

Stephanie Shapiro '13 researched another art form: Hamilton's first theater group, The Charlatans. The Charlatans were founded in 1909 when Hamilton didn't have a theater department. Shapiro cites the group as an example of Hamilton's "if you can't find it, make it yourself" mentality, which has lasted through to today. The group was open to everyone and was one of the only campus organizations at the time that admitted people regardless of Greek affiliation. This openness led them to be one of the first groups to admit women, starting in 1933. When Kirkland was founded in 1968, it was an easy transition to let the Kirkland students join as well.

The group was entertaining and popular and at its peak received at least a full-page spread in every issue of *The Hamiltonian*. However, once Hamilton established a theater department, The Charlatans became less necessary and gradually declined in importance, disappearing by 1980.

Stacy Marris '13 looked into the anti-Vietnam movement on campus in the 1960's. She spoke with Ken Cassanova, one of the student leaders of many protests on campus, and John Chandler, who was President of Hamilton College during the war. From the beginning, student protests were non-violent. Cassanova cites the beginning of the protest movement, which took place at the chapel, as symbolic. The participating students debated what clothing they should wear and ended up wearing suits. This decision showed that the students intended to remain respectful while protesting. Students later protested the recruiters who began coming to campus in 1967 by standing in the road to blockade it and later by gathering around the Bristol Center, where the recruiters would be located.

The Hamilton administration was fairly supportive of the protests. President Chandler offered to give a mid-semester break to give students time to demonstrate, but they turned it down. Marris remarked that in typical Hamilton fashion, the students managed to complete their coursework while participating actively in anti-war demonstrations. Both Cassanova and Marris see the period of anti-war movements on campus as evidence of Hamilton developing a more aware and active student body.

The second half of student display presentations will take place next Wednesday afternoon. Their cases are located around campus.

Students praise counseling services, advocate accessibility

from ***Counseling Center,*** *page 1*

to get more stressful. Second, late in the year the Counseling Center already has many regular appointments so, the addition of more appointments causes a wait list to emerge.

The campus-wide response to this issue was varied. Kylie Cameron '12 said, "The Counseling Center has been fantastic every time I've gone for advice. I've been able to either get an appointment the same day or within a day." However, this response was atyptical. The majority of individuals questioned responded by saying something similar to Creagan's experience: "The first time I tried going to the Counseling Center, they couldn't see me for about ten days. When I finally went, Jan was very good at listening, but I ultimately didn't have much to talk about; I had already handled my problems on my own (at least temporarily)."

With an additional employee, more students could benefit from the resources the Center offers. Unfortunately, the solution to understaffing is not simple in this instance. The current location of the Counseling Center is already too small for its four employees. Addition of a fourth counselor would be impossible if the Center remains in its current location. Therefore, two possibilities have been proposed. The first, and better, option would involve renovation of the second floor of the Bristol Center and the relocation of the Counseling Center there. However, this option is very expensive. Second, the current Counseling Center could be renovated to make room for a fifth employee. Both options are currently being considered.

What would the impact of a fourth counselor on campus be? Dr. Kazin projects that with the addition of *one* more counselor, the wait list could be eliminated, students could be seen more quickly and the counseling center could begin to run programs about alcohol and substance abuse, sexual assault and suicide prevention. In short, prevention as well as treatment could be emphasized.

If current proposals go through, the counseling center might see the addition of a fourth counselor next fall. However, this would still be too late to prevent the development of a waitlist this year.

Note: This article is not intended to dissuade individuals from seeking help from Counseling Services. If you or someone you know needs immediate psychiatric help, do not hesitate to call Counseling Services at 315-859-4340. The Counseling Center would also like to emphasize that their services are strictly confidential.

A consultation on the state of the Counseling Center

The demands of a Hamilton curriculum have made the existence and availability of counseling on campus increasingly important. However, as News Contributor Chris Richardson '14 reports in his article on page 1, the Hamilton Counseling Center frequently finds itself understaffed, resulting in a wait list that compromises the consistency and timeliness that counseling requires. Hamilton's first focus should be on the health and safety of its students, and the under-staffing of the counseling center is an egregious oversight in accomplishing this. Adding just one additional counselor would not only eliminate the Center's wait list but would also increase programming on campus and allow each of the counselors to specialize in a more specific range of student issues.

The under-staffing is not, however, due to an inability to find or fund a new counselor. Rather, it is due to the lack of an appropriate site to house a new counselor. The Counseling Center is currently housed in an attic, a poor location for such an important service. While Hamilton managed to renovate an entire floor of Bristol for the Career Center, the administration seems to be shirking at the expense that a similar renovation to a different floor of Bristol would require if it were to move the counseling center there. Though we understand that money is indeed a concern, students' mental and emotional health should be a priority, and funding must be found to better equip the counseling center to meet its demand.

A move could also increase the privacy of the Center. Seeking counseling is a sensitive topic, and many students don't want others to know that they are doing so. Right now, the building it is in is centrally located and does not offer much privacy when students are entering and exiting. Bristol, which is down the hill and contains several other offices and services, would be ideal in allowing students the privacy they desire.

At the same time, many are unaware that 13 percent of the Hamilton population benefits from counseling services. An additional counselor could allow for the Center to focus on programming that would reach a wider range of students and better advertise the services the Center provides. With increased staff, the Center will also have the time to establish group programming to build student awareness of typical college student dilemmas, which could also prove to decrease the presence of these issues on campus altogether.

As Hamilton continues to broaden its highly demanding curriculum, the College must recognize that such high academic standards will increase mental and emotional stress throughout the community. Such stress and its associated problems are easily combated through commitment to and promotion of the College's Counseling Center—the first steps towards establishing a higher quality of life on the Hill. In order to acknowledge the importance of counseling in students' lives, Hamilton must move the Counseling Center out of the attic and into a location that is worthy of such an important service.

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Letters to the Editor are welcome from all students, alumni/ae, faculty, friends of the college and Hamilton community members.

Nevertheless, *The Spectator* has the following policies for submission:

1. Submissions are due by 10:00 p.m. on the Monday before publication. The editors reserve the right to refuse any late submissions.
2. Letters should be no longer than 500 words. The editors reserve the right to cut off letters at 500 words.
3. Letters submitted anonymously will not be printed.
4. The Spectator reserves the right not to publish any letter it deems inappropriate for publication.
5. If a piece is determined to be libelous, an unwarranted invasion of privacy, or an unnecessary and/or unwarranted ad hominem or personal attack, it will not be published.

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Letter to the Editor

Re: Spectator editorial policy

I write you, in your capacity as editor-in-chief of *The Spectator*, with a question about your editorial policy, which appears to have a double standard. On the one hand, you claim that you do not publish articles about upcoming events, and, on the other, you do indeed do so, as witnessed by the article that you wrote for last week's number on the concert by Symphony Syracuse this week. Now, personally, I'm pleased to read about such events slated for the near future, as they provide helpful announcements to the campus community and encourage its members to attend the event. But I don't see any rational policy at work currently in your newspaper; your decision to publish or not publish a piece about an imminent event therefore appears arbitrary. Could you please explain the consistency of your editorial policy and the logic behind it?

My letter is prompted in large part by two incidents: 1) the great difficulty last year in having *The Spectator* run an article about the Heart Run & Walk and 2) the total absence of coverage for the town-gown bicentennial evening of performance at the Clinton Central School on October 27. Both of these incidents involved events that brought together Hamilton College and the larger community. The bicentennial event was ultimately well-attended. But there were not many Hamilton students in attendance, even though three Hamilton seniors majoring in theater had worked very hard with Clinton elementary, middle, and high school students on the production and four members of Hamilton's debate team actually participated in the program. An advance announcement of this program in your paper might have brought out more students and shown greater solidarity between town and gown.

Hamilton's newspaper has a duty, it seems to me, not just to the College, but to the wider community around us. Hamilton is not an island. As President Stewart occasionally points out, the College was built, in part, with nails, clapboards, and many hours of labor provided by local residents. We wouldn't be here without their past contributions. Your actions in not publicizing events beyond the Hill (and especially ones involving Hamilton's own students) send exactly the wrong message to the community. In fact, we need more interaction between town and gown, and you students play a crucial role. Fortunately, the last decade or so has witnessed an outpouring of volunteerism among Hamilton students who now go out into the community and offer their help. But there is always more that we can do. We need to take advantage of every opportunity that arises to foster community relations. This bicentennial year provides a marvelous chance to do so. But Hamilton students have to be made aware of those events celebrating it. Hamilton's official newspaper has a fiduciary responsibility to inform them and to encourage them to become more involved in the greater community. I trust you will reconsider current editorial policy at *The Spectator* so as better to inform and educate its readers.

Sincerely yours,

John C. O'Neal
Professor of French
Past President, Kiwanis Club of Clinton

A note from the editor:

Though *The Spectator* maintains no formal or written policy regarding previews of events, we do want to acknowledge that our decisions—while perhaps seemingly arbitrary—come out of thoughtful considerations as to the newsworthiness and timeliness of the story, and as to the level of student interest it could generate. We adhere to our tradition of running previews specifically for arts performances or exhibits; apart from that, we choose to exercise our journalistic discretion. As we cannot preview everything, our role is less about promoting or publicizing events than it is about reporting on relevant campus topics and activities.

Thumbs Up	Thumbs Down	Who Cares?
ACS Late Nite FIFA: Immerse yourself in Asian culture by playing an American game about a European sport!	Hockey Auction: Why pay for something when you get can it for free at the VT one week later?	WHCL E-board officially has more members than WHCL has listeners.
Game of the Week: Hide a muffin in a really obvious place on your body. Attempt to enter Citrus Bowl. When confronted/patted down/ pepper sprayed, reveal that you were, in fact, merely bluffing with your muffin.	Knitters Without a Cause: What? Too cool for Knit Happens?	Coffee moved in McEwen: Nothing like messing with the sleep-deprived at their most vulnerable.
Dancing and Winning: A party for the two Hamilton teams who rarely win at anything.	SA Presidential Election: I will vote for you if you promise to never ever talk to me again.	Citrus Bowl Campus Safety Conversation: "Is that an orange in your pants, or are you just happy to see me?"
	Napping Survey: I thought it said Fapping Survey... They must really think I sleep a lot.	There are thousands of Evergreens on campus, and SA decided to cover a light pole.

by Matt Seaman '12, Andrew Robinson '12 and Michael Magaziner '14

Disclaimer: The opinions expressed in this column are purely of a satirical nature, and are not representative of the views of *The Spectator* editorial board.

Hamilton men should stand up for their rights

by Jeremy Adelman '13
Opinion Writer

The Hamilton community is flush with self-professed feminists; from the Womyn's Center to She Fears You, the influence of this ideology is manifest across campus. Conspicuously absent, though, is a similar movement for men, this despite their status as a minority on Hamilton's campus and the presence of unheralded inequalities with respect to the male gender both at colleges and in the legal codes of the United States. Frankly, for a college that endeavors for diversity über alles, this is unacceptable — Hamilton, and the country as a whole, needs vehement and vocal advocates for men's rights.

The first obvious injustice towards men concerns the college's policy stance towards students (most male) accused of sexual harassment and sexual assault. At present time, the college's Harassment and Sexual Misconduct Board abides by a "more likely than not" standard when assessing the culpability of students accused of sexual transgressions. Considering the gravity of such charges, such a standard is abominable; persons accused of sexual misconduct face expulsion from the College and the specter of bearing a scarlet letter as they enter the hypercompetitive labor market. Such a metric runs contrary to the principles of our justice system, which requires proof beyond a reasonable doubt when assigning guilt — that is, a 99 percent chance, not merely a 51 percent chance. Indeed, in the current system, the burden of proof is completely backwards; men and women accused of sexual misconduct should not have to demonstrate their innocence — cases which disintegrate into a quibble over explicit consent without corroborating evidence should immediately be dismissed.

Men's rights, however, go further than simply protecting the innocent from the wrath of baseless accusations (studies in England indicate a consistent 8-12 percent of rape allegations are fabrications, with rates no doubt comparable across the Atlantic). Consider, for instance, the insidious double standard vis-à-vis the abortion policy in the United States. Under current statutes, if the woman wishes to keep the child, then the man's paycheck is garnished for the next eighteen years, but if the woman wants to terminate the pregnancy, the man cannot stop her, even if they are legally married. Such a situation is patently inequitable; in spite of the persistent rhetoric of the political left, abortion is by no means a "woman's issue" — excepting perhaps a curious case in Roman Palestine, pregnancy requires a certain input from both parties. Yes, men do not endure the pains of labor, but it is delusional to believe woman seek abortions solely because they detest the process of giving birth; the vast majority of abortions in this country are performed because the woman does not "want" the baby. However, men can "want" or "not want" children too — why do we refuse to take their opinion into account?

With the existence of a committed men's movement to highlight such inconsistencies, both these injustices are easily ameliorated; Hamilton College and her sister institutions could switch to a "beyond a reasonable doubt" criterion with respect to rape allegations without compromising student safety, as, despite requiring such a standard in her legal system, the rest of the country has not descended into violent anarchy.

On the abortion front, the logical contradictions are erased by allowing for men to sign "virtual abortions" and requiring the consent of both parties (if feasible) before terminating the pregnancy — or, more simply, by outlawing the barbaric practice (the moral equivalent of the ancient Greeks abandoning newborns to die in the wilderness) entirely, except if the mother's health is compromised or the pregnancy resulted from rape. Though only, of course, if such is proven.

ABOVE PHOTO FROM NATIONALCENTERFORMEN.ORG

Student debt: A growing problem at Hamilton and throughout the U.S.

by Charlotte Hough '14
OPINION CONTRIBUTOR

Recent events have put debt at the front of everyone's mind. The nation's debt, which the Congressional supercommittee failed to stabalize in recent negotiations, has escalated to $15 trillion. Student debt has risen, as well.

According to a recent study released by the Project on Student Debt, "Student Debt and the Class of 2010," two-thirds of graduates of the Class of 2010 left college owing an average of $25,250 in student loans. This was a five percent increase from the previous year, *The New York Times* reported. As I read these figures, two questions crossed my mind. The first one: Is the government doing anything to address the problem of student debt? The second: How have Hamilton students made out compared to the national average?

As it turns out, on Oct. 26 President Obama announced new programs to make repaying loans easier for some students. Students borrowing under a mix of direct federal loans and loans under the Federal Family Education Loan Program will soon have a "Pay as You Earn" option. Qualifying graduates will pay 10 percent of their discretionary income, or money left after one's taxes and bills have been paid, for 20 years and the rest of their federal student loan debt will be forgiven. This is down from the current law dictating that students using this type of repayment plan pay 15 percent for 25 years.

The change, while surely beneficial to students using these income-based payment plans, fails to address the issue of student debt for all types of borrowers. In a way, this brings us to my next question. Among all borrowers, how do Hamilton students fare?

According to the Project on Student Debt, Hamilton graduates of the Class of 2010 left Hamilton with an average debt of $16,982. For the Class of 2011, average indebtedness rose to $20,300. This was almost a 20 percent increase. Compare this with the national increase from the previous year, and it's much larger.

To be fair, we're comparing increases over different years. Though hard statistics do not exist for the average indebtedness of the class of 2011 across the nation, Mark Kantrowitz, the publisher of Finaid.org, estimated that it was $27,200. This is about a seven percent increase from 2010.

Looking at the hard numbers, a Hamilton student's average indebtedness upon graduating in 2010 and 2011 was significantly lower than the national averages for those years. Financial Aid Assistant Diane Barrett attributes this fact to Hamilton's ability to grant financial aid using funds from its high endowment. Barrett said the Financial Aid office also steers students away from federal unsubsidized loans, which can harm students more economically than can subsidized loans. However, more than half of students who take out subsidized loans end up taking out unsubsidized loans as well.

In financial aid awards, Hamilton will offer students aid money as well as subsidized loans corresponding with their need as determined by the Free Application for Federal Student Aid (FAFSA), a form that students may fill out and submit to the U.S. Department of Education (ED) and to Hamilton. Students must also submit other forms to Hamilton, including one specific to the school. These forms take into consideration the size of the student's household, income and number of siblings also in college to determine the Expected Family Contribution (EFC) for their college's tuition.

The EFC as determined by the ED is important in the awarding of Federal Pell Grants. Hamilton's calculated EFC is more important for determining aid that will come from the endowment. Though Hamilton will calculate an EFC separately from the ED, federal law dictates that Hamilton's EFC cannot go below the ED-calculated EFC. Usually, Barrett confessed, this would not happen; if anything, Hamilton sometimes comes up with higher EFCs because the additional forms they require can reveal more about a family's income, especially with regard to small business owners. Either way, this expected contribution often still seems like too much to the family that has to pay it. Though Hamilton promises to meet all need as demonstrated by the FAFSA and the College's own financial aid forms, many students end up taking out additional unsubsidized loans to offset their parents' contributions.

If it is true that over half of students that borrow from the federal government using subsidized loans also sign up for unsubsidized loans, then it is clear that Hamilton is not meeting its financial needs. Both Hamilton and the federal government are at fault in their calculations. The blame seems to fall more on the federal government, since it is their forms that Hamilton's aid calculations are heavily based upon.

Though Hamilton students face less of a financial burden upon graduating than do students of other colleges do, $20,000 is still a lot of money to owe. It's not just a few students who are taking out loans, either; 41 percent of Hamilton students receive some sort of financial aid, which often includes federal loans. This number, while high, is lower than the national average of about 66 percent. On the other hand, Hamilton's increase up from $16,982 is a dramatic one that surpasses national increases. One could attribute it to the state of the economy, but what else is new? And why did it increase so much more at Hamilton than elsewhere?

One suggestion to students to avoid this debt could be to not take out these loans in the first place, especially the unsubsidized loans. But if that's your only way to pay for college, then what else can you do? Not go here, I guess.

A large number of American students, including Hamilton students, are experiencing rising amounts of debt. This fact needs to be addressed by someone. It seems that, in most cases, Hamilton is already doing significantly more than other schools are to make its high tuition as manageable as possible. Students attending Hamilton also feel less of a need to use financial aid, which is good. But it's time the federal government do a little more for that 41 percent, or in the case of the nation, that 66 percent. A revised FAFSA or a law that allows schools to determine an EFC lower than the federal-calculated one could be one solution. The sad truth is that with the way political parties have been unable to negotiate within Congress recently, change seems unlikely.

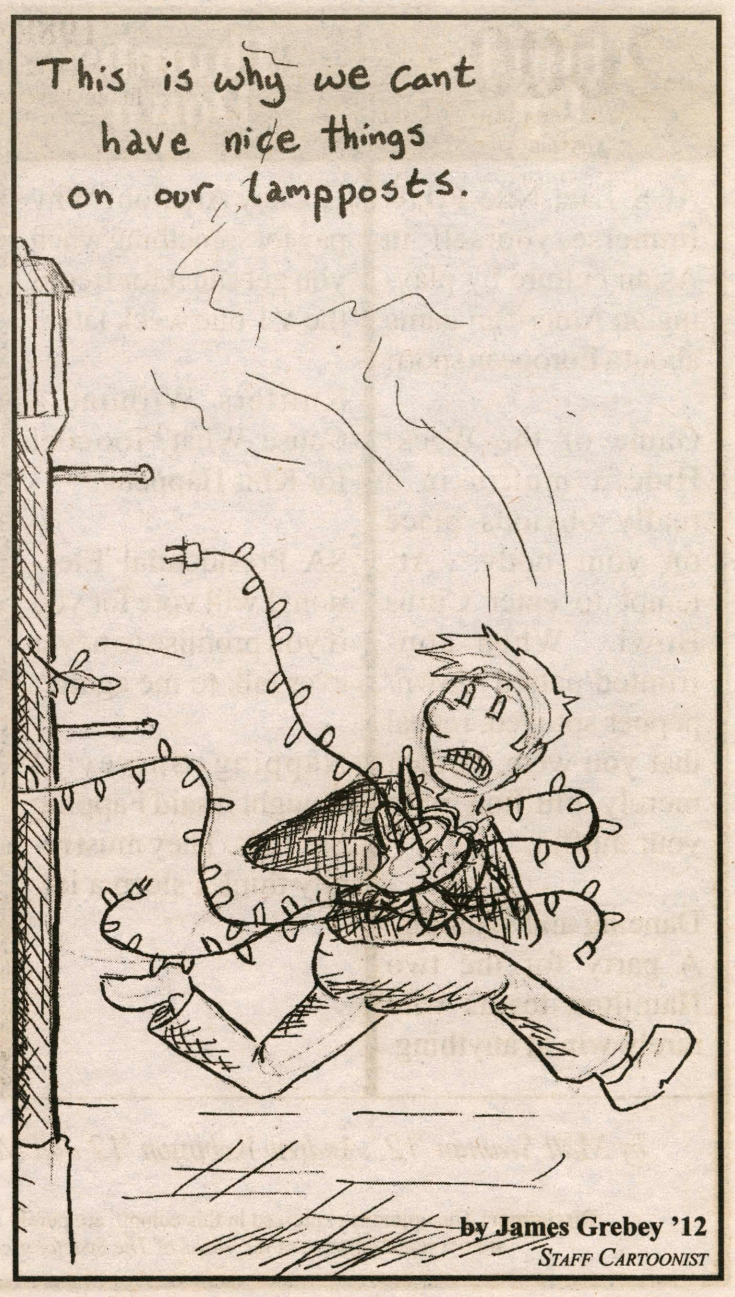
Why the golden bikes deserve a second chance

by Anderson Tuggle '14
OPINION EDITOR

Last Thursday, on my regular speedy walk from the Science Center to KJ, a thought occurred to me: Whatever happened to those wonderful golden bikes? Those glorious gilded gliders that let one fly across campus, saving minutes in the process and granting one the satisfaction of windswept hair in the cool fall breeze? While the golden bike program only lasted a matter of weeks last year, the memories of them are already quite golden themselves.

For those at Hamilton—freshmen, transfers, etc—who are unfamiliar with the golden bikes I write of, allow me to explain. The golden bikes started as a communal experiment: What if Hamilton had a set of public bicycles, painted gold of course, that were never locked-up and were always available for that much-needed ride when one got tired of stomping around campus? Ideally, this program would encourage bicycling, promote friendly sharing and give a set of unifying objects to the entire Hamilton populace. Thus, last fall, several golden bicycles were then placed in strategic locations around the Hill, with the implicit promise that we would treat this communal property as if it were our own. For a while the program worked well; students and faculty used the bikes when they needed them and, moreover, kept them in good shape for the next user. Unfortunately, though, Hamilton promptly proved the old adage that no good thing can last forever. After a few incidents—namely some broken bikes and a couple of broken bones—the school ended the program, quarantining the remaining two-wheelers to a clandestine shed behind the Campus Safety office.

So, why am I calling for a return to the golden bikes? After all, it failed last time, right? To those cynics I respond with, "We can be better." We can be better because we will learn from our mistakes. We can be better because we will take responsibility for our collective possessions. We can be better because, in the words of Joni Mitchell, "Don't it always seem to go/ that you don't know what you've got/ till it's gone." I say, let's give the golden bikes another chance. Let's bring the bikes back and keep their memory alive in every generation of Hamiltonians, instead of keeping them in a shed where the memories will fade as surely as the bikes' golden paint will lose its luster.



by James Grebey '12
STAFF CARTOONIST

The Hamilton curriculum, through the years

by Sarah Destin'14
Features editor

We at The Spectator *traced the different landmarks in Hamilton's curriculum over the years and compiled our findings into a timeline. Like fashion, trends in higher education curriula tend to cycle; check out how the curriculum has evolved below!*

1812

A fixed course of instruction. Consisted of three terms, each 13 weeks long.
The founders envisioned that the curriculum at Hamilton would be systematic, invariable and unchanging. Students were not permitted to take elective courses and instead every entering class was required to take the same courses in the same order. In 1813, these courses included Latin, Greek, mathematics and geography.

College appropriated $15 prizes for oratory prizes.
This was Hamilton's first step in placing an emphasis on public speaking.

1814

1822-1879 "Junior Ex" Competition
This was a speaking exhibition for Juniors which featured original orations in Latin and other languages.

1826 First Non-Classical Language Class Taught

1859

Bible Study Becomes Part of Curriculum for all Four Years
Previously, Bible study was only required during senior year.

1872 Students are Given Few Elective Choices
Courses in law, oratory and metaphysics are offered, but students are required to pay extra to enroll in these courses.

1882

Electives are Introduced to the Catalogue
Catalogue announced that the faculty had decided to "provide for a certain amount of elective or optional studies."

1911 Hamilton Adopts the Semester System
Hamilton abandoned the three-term system it had been using previously.

1913 "Group System" of Curriculum Introduced
Each year had to include one science, one language, and one other subject that was neither a language nor a science.

1939-1941
President Cowley introduces required courses in history, philosophy and scientific methods and offers new courses in psychology as well as a new program in creative arts.

1943

Pre-Military Educational Program
Hamilton developed facilities and techniques for physical toughening courses.

1944 Introduction of one single concentration
Previously, students had graduated with a dual major. Under this system, students had to pass a set number of courses in two different departments.

1945 Introduction of Freshmen seminars

1950

Six Objectives for the new curriculum are developed
In order to graduate, a Hamilton student should be able to 1) to learn to speak and write his own language well 2) to attain skill in one foreign language, 3) to become acquainted with the methods of science, 4) to expand his knowledge of the relationship between man and society, 5) to become familiar with at least one of the creative arts, 6) to develop his understanding of ethical and spiritual values.

1959

Comprehensive examinations of seniors in their area of study, as well as a restructured curriculum to allow for independent study during the senior year.

1978

Freshmen Speech Proficiency Testing Program is introduced
In order to fulfill this requirement, freshmen were required to give a speech before a group of students and professors.

1968 Elmination of Hamilton's Distribution Requirements
Workload changed from five courses a semester to four, with a Winter Study Project in January.

1978 Hamilton goes coeducational
Introduces sociology, comparative literature, theatre and dance to the Hamilton curriculum.

1986 Winter Study Project is eliminated and all seniors are required to complete a senior project

2000

Elimination of Hamilton's Distribution requirements
Instead, curriculum focuses on proseminars, interdisciplinary sophomore seminars, writing-intensive courses and

1988 Reinstatement of Distribution Requirements
Beginning with the Class of 1993, students must complete at least two credits in 1) science and mathematics, 2) historical studies and social sciences, 3) humanities and 4) arts.

2011 Educational goals established:
Intellectual curiosity and flexibility, analytical discernment, aesthetic discernment, interdisciplinary practice, creativity, communication and expression, understanding of cultural diversity and ethical, informed and engaged citizenship.

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Under the covers:

Tongues versus toys

by Jordyn Taylor '12
FEATURES CONTRIBUTOR

PHOTO COURTESY OF JORDYN TAYLOR '12

"Under the Covers" is a monthly column discussing sex and relationships at Hamilton College. To suggest a topic for a future column, contact jtaylor1@hamilton.edu.

Ah, the vibrator — treasured friend to many women but often perceived as a threat by their sexual partners. In bedrooms across the world, this sex toy has been making women's partners feel inferior about their sexual capabilities for decades. Seeing as it can take upwards of 20 minutes for a woman to orgasm during oral sex, some people feel that their tongues are no match for the tiny electronic devices that can trigger orgasms in what seems like seven nanoseconds.

To all readers whose female partners are into their vibrators, I have good news: the vibrator is not necessarily a sign of a woman's sexual frustration. Women don't use vibrators — or engage in any form of solo sex — simply because their sexual partners aren't making them happy. Rather, it's common to masturbate or use vibrators when women want to indulge in a little "me time," or when they want to explore their bodies and get to know themselves better. I'm not saying that *nobody* uses vibrators to cure sexual frustration; I'm sure that happens sometimes. I'm just advising you not to lose every ounce of your sexual self esteem the next time you hear the unmistakeable buzz from the other side of your girlfriend's door.

Are you still feeling hostile toward your girlfriend's little battery-powered friend? Don't worry. Despite the fact that women's vibrators can produce easy orgasms, there are actually lots of reasons why women prefer your tongues to their toys.

One reason why tongues have the upper hand is their element of surprise. The path of an oral sex-giving tongue is completely unpredictable. Have you ever tried giving yourself a massage? Or tickling yourself? Neither works because you can't surprise yourself. It's the same for a vibrator; sure, vibrators make women achieve a pleasurable biological orgasmic reaction, but there's not necessarily anything particularly sexy or romantic about the whole experience because there's nothing surprising. When it comes to oral sex, however, the constant surprising changes in a tongue's direction, speed, and pressure can produce a really sensual experience between a woman and her partner.

In fact, if you really think about it, tongues decisively trump vibrators in all categories except for speed of vibration. I mean texturally, tongues dominate. You're looking at hot, wet, smooth, slippery, squishy tongue versus a hard, room-temperature metal or rubber vibrator. There's no comparison. And let's be honest: a tongue also generally smells better than a vibrator and doesn't require a post-sex cleaning session in your dorm's bathroom sink.

Finally, some women might feel that there's no sense of achievement in having a vibrator get them off; the vibrator didn't ask to be thrust down there. You don't have to court it, flirt with it, make it laugh or do any seductive work whatsoever to get it into your pants. Even though vibrators are nifty for a quick fix or for exploring your nether-regions, tongues are still great because for the most part, they are *choosing* to be down there. And that feels good.

FROM WHERE I SIT

HAMILTON'S INTERNATIONAL PERSPECTIVES

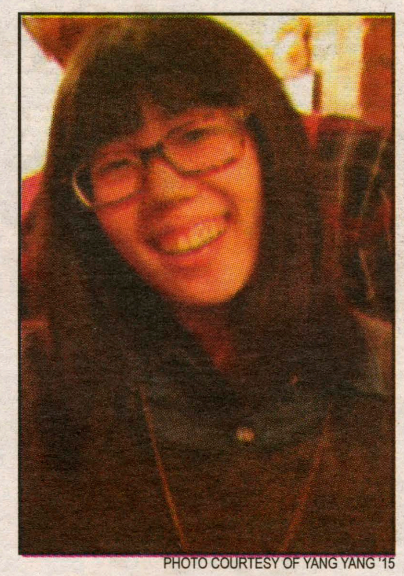


PHOTO COURTESY OF YANG YANG '15

by Yang Yang'15
FEATURES CONTRIBUTOR

Culture is such an interesting element that cannot be seen or touched, yet it truly exists everywhere. We speak of culture as the environment we grow up in and build up to. I believe there is no better way to feel the existence of culture than living in a foreign country, which I am doing as a student here at Hamilton. I have begun to gain a deeper understanding of not only the American culture, but also, the culture of my own country, China.

The most apparent difference between these two cultures, I suppose, would be the different atmosphere among people. Coming from a place where people prefer to keep a bit of distance from strangers, I have found it hard to catch the American style and passion; even the way people do greetings here confused me at first.

People here will ask, "How are you?" to each other to start a conversation or even just as a way of greeting. I can hear this question more than 20 times a day; in the class room, in a store, in the line in McEwen, just everywhere. However, it has taken me a bit of time to get use to this. My first reaction was "Why do you want to know? Do you really care?" At first, it took me at least two seconds to give a reply: "I am good. How are you?" In China, people who know each other will either just say a quick "Hi" or physically stop to start a conversation.

I guess that is because Chinese people think a conversation that is so simple has no real meaning and can be considered kind of disrespectful, which is what I thought too at first. However, my thought has changed after being here for a few months. I realized that being asked "How are you" actually made me feel warm. Maybe this still seems meaningless to some extent, but people show concern and maintain relationship with each other in this process.

Americans` warmth can be reflected in their willingness to give compliments, too. I can always hear praise even if I just wear something slightly different from the clothes I wear normally. "I like your sweater!" "Oh my god, your boots are so cute!" Also, every time I have finished something, there will be encouragements. "Nice work!" or "Good job!" Although I know some people maybe are overreacting, I still feel very happy hearing their kind words. Those words have an amazing effect in eliminating the distance between two people, especially strangers. In China we say things like that too, but only when we truly mean it.

Although I have only tasted a little bit of it, I am very glad to have the chance to experience the culture shock. It does bother me sometimes, but it has also made my life more colorful and open, undoubtedly. Culture is a growing flower from the soil of history, whose smell is spread everywhere. People are experiencing and contributing to their cultures. However, certain flowers are accustomed to certain original environments where they grow in. If you ask me if I am going to bring American behavior back to my home country, will I ask "How are you?" the next time I meet a stranger, I guess probably not. But words of praise? Yes, I think I will try.

From Where I Sit ***is a column dedicated to the international voices of Hamilton's campus. If you are an international student and are interested in contributing a column, contact Barbara Britt-Hysell (bbritthy@hamilton.edu).***

HEAG's Corner: This comes from trees

by Taylor Morris '14
HEAG MEMBER

This is part of a series of articles that will be published intermittently throughout the year. They are written by HEAG members, but they do not necessarily represent the opinions of the entire organization.

Picture this: You are at Commons (you can do it, D-Siders) just finishing up dinner and mentally preparing yourself for what promises to be a long night: Welcome to college. So you do what any intelligent Hamilton student does and pack a few snacks.

Maybe coffee and a cup of cereal, some goldfish, peanut butter, ice cream or chocolate chips. Perfect. Now balancing your tower of paper cups and plastic lids, you navigate your way back to your table through hordes of inconsiderate freshmen who think it is acceptable to carry on a conversation in the middle of the walkway, rude!

You pack up your snacks and trek to the library. In between Facebooking, online shopping, catching up on your TV shows and a little bit of work,you munch away. At the end of the night, you toss the garbage filling your cubicle in the trash, thinking of the five hours of sleep you will get tonight.

Then in the morning you wake up and grab another disposable to-go cup and chug coffee while running to your 9 a.m. class. Later, maybe some ice cream after lunch and a late night latte from Opus. In just a short amount of time, how many paper cups have you now used? We are constantly rushing around, trying to make deadlines, working all hours of the night, cramming for tests and preparing ourselves to save the world (yay us!).

But how often do we stop and think about what things, little things, we can do right now? For example, take all those paper cups you just used. Think about how many paper, cups and plates you use on a daily basis. Now multiply that by seven days. Now by 20 weeks. Now two semesters for four years. It really starts to add up.

Let's take this even further. You just finished the best Opus cookie ever, warm and gooey and delicious. But now you have all this yucky oil on your hands (gah!), so you obviously wash them. After washing them you dry them with a paper towel, then head back to your personal hell that is (insert class-of-death here). Pause. How many pumps on the paper towel dispenser did you use? One? Two? Five? Ten? Of that two-foot-long piece you just ripped off, how much of it did you actually use? Did you need all of that? Now apply that to toilet paper and napkins.

No one really thinks about using these products, ever since we were little these things have been readily available. We never think that these things come from trees.

Most of us come from places where we are not exposed to the destruction caused by our demand for paper products. And because we don't see it, we don't think about it. Out of sight, out of mind. But it can really make a difference to realize that the paper towel, cup or napkin you are using is made from a tree. So next time, think about it and use a little less. Get a head start on saving the world.

Kirkland's art pedagogy grows into Hamilton

PHOTO BY BILL RAY; PHOTO COURTESY OF THE HAMILTON COLLEGE ARCHIVES

William R. Kenan Professor of Art Bruce Muirhead works with one of his printmaking students.

from ***Kirkland,*** *page 1*

with the harsh reality of inter-college credit politics. Rather than be discouraged by Hamilton's policies, Simpson elected to audit a ceramics course at Kirkland, paying his way by helping Assistant Professor of Art Robert Palusky build the ceramics studio.

The experience proved valuable in many ways: Simpson eventually built his own studio and, today, is a renowned glassblower.

By the beginning of Simpson's junior year, the administration had agreed to give him course credit for his arts courses at Kirkland but with the caveat that Hamilton professors evaluate his work. By the end of his time at Hamilton, however, Simpson was receiving grades from his Kirkland art professors.

Simpson's struggles point toward the later difficulties that the Kirkland visual arts courses would have integrating into the Hamilton curriculum.

"There was a lot of resistance at first on the part of the Hamilton faculty," said Rosenfeld, "resistance, for example, to how much credit arts classes should be given."

That said, other arts had very little difficulty finding their way into the Hamilton curriculum.

Theater, music and creative writing, for instance, already had infrastructures in place at Hamilton. The English department absorbed creative writing; music became a collective department separate from the original arts division at Kirkland; theater and dance were combined into one department.

Of all the arts, theater already had the deepest roots in the Hamilton curriculum prior to the merger. Although Professor of Theatre Carole Bellini-Sharp was technically part of the Kirkland faculty upon her arrival in 1973, she also served as the director of Minor Theatre on the Hamilton campus. In fact, employees of both colleges oversaw her hiring.

"Theater, unlike visual arts, for example, was almost always Hamilton and Kirkland students," said Bellini-Sharp. "There were Hamilton men who took half their credits at Kirkland and couldn't be theater majors, but they were English majors with a theater concentration."

Both sides of campus also shared music. Margaret Bundy Scott Professor of Music Emeritus Steve Bonta, who joined the Hamilton faculty in 1961, effectively served as the bridge between Hamilton before Kirkland and Hamilton post-merger, retiring as chair of the music department in 1989 and retiring from Hamilton in 1996. During his 35-year career at the college, Bonta not only taught music theory, composition and history, but also directed a number of instrumental and choral groups on campus.

"Each had two professors and I was determined to make that work," said Bonta of the respective music faculties at Kirkland and Hamilton. "We parceled out what we would do and what they would do to make an integrated program between the two campuses."

So music, like theater, moved back and forth across College Hill Road; they were pursuits shared by students at both colleges and, in the case of music, by faculty members.

If there is a widely circulated historical fallacy about the relationship between Kirkland and Hamilton, it is that the student bodies kept apart from one another. The student bodies—despite the stereotypes we use to define them—crossed College Hill Road more often than we give them credit for.

"I worked very well on both sides of the street," offered Jo Pitkin K'78, who took classes at both Hamilton and Kirkland in her time on the Hill. "I think we were more alike than not."

The central dichotomy between the two colleges deals with pedagogy. Classes at Kirkland were famously—perhaps, in Hamilton's view, infamously—open-ended. The courses outside of the arts division were usually more discussion-oriented, with less of a rigid structure than their neighbors across the street. The arts classes were in the same vein, fostering more of an open workshop atmosphere.

"Art history was a formal study, taught as if it were biology," said Josh Simpson of the art history course at Hamilton. "Painting was oil paints and, again, very formal."

This sense of formality was generally foreign to Kirkland pedagogy.

"Kirkland was wide open discussion; the faculty had to hold on just as hard as students," said Rosenfeld. Hamilton classes, on the other hand, presented an entirely different attitude towards the students.

"You were up there lecturing and asking a question now and then, so it was 'here's the text—have you read it?—and here's what you want to notice about it,'" said Rosenfeld, describing a literature class at Hamilton. In a pedagogical sense, an arts class at Kirkland could not have been more different from the traditional style of classes at Hamilton.

> **"There's a long tradition in American culture to say, 'You know the arts are not essential. They're embellishments. Get a nice education and you can add art to it if you have time, so you can be cultured.'"**
>
> *—Professor of Art History Deborah Pokinski*

The treatment of music between the two colleges illustrates this disparity.

"It was a traditional, East Coast, men's college," said Lenord C. Ferguson Professor of Music Sam Pellman, who arrived at Hamilton in 1981. Pellman explained that Hamilton considered music in the Aristotelian sense, leaving the actual practice of music to Kirkland students, "apart from choral singing, which was considered a gentlemanly thing to do, and organ music, which was for the glory of God in that great Presbyterian and Congregationalist tradition."

Upon the finalization of the merger, however, these two distinct attitudes towards both the arts and the pedagogy of art were thrust into confrontation. The staid, traditional atmosphere of Hamilton presented a challenge to the slightly unorthodox teaching styles of the former Kirkland professors.

"A lot of us decided that we wouldn't change how we taught," said Bellini-Sharp of the group of professors brought into Hamilton after the takeover of Kirkland. "That meant a certain pedagogy that was student-centered and that believed in creativity and independence."

Despite the fact that the arts courses in Kirkland—with their open attitudes and workshop orientation—had seemingly no place at Hamilton, the administration couldn't toss them to the wayside. In only a decade, the arts division at Kirkland had become a force to be reckoned with; it was a large department with 14 full-time professors and a strong student following.

"The arts were established," said Rosenfeld. "There was no way to dump them."

However, despite the integration of the arts into the curriculum following the merger, the arts at Hamilton faced an uphill battle in the following decades in campaigning for physical facilities on campus, as well as fighting an ideological battle over the value and purpose of the arts in college education.

PHOTO COURTESY OF THE HAMILTON COLLEGE ARCHIVES

Above, ceramics students work on projects in the class of John and Anne Fischer Professor of the Fine Arts Emeritus Bob Palusky, who looks on in the top right corner; on the right, three students gather around the piano in List 106 while another student sits with her dog.

PHOTO COURTESY OF THE HAMILTON COLLEGE ARCHIVES

WHCL CORNER

Show Profile:

The Missing Vertex

Wednesday, 1 - 2 a.m.

Jamie Adzair '13
Nathan Livingston '12

This show, in the wee hours of Wednesday morning, blends the musings of three Hamilton students: Jamie Azdair, Nathan Livingston and an ever-changing and shifting "missing vertex." The Missing Vertex completes the show, adding his or her own unique blend to the conversation and the show's blend of acid-fueled trance, hip hop and jazz.

What you might hear on The Missing Vertex:

ASDF

Daft Punk –
Discovery

Outkast –
ATLiens

Mos Def –
Black on Both Sides

ASDF

Gorillaz –
Demon Days

Al Green –
"Love and Happiness"

Tiesto –
"Forbidden Paradise"

ASDF

The Rolling Stones –
Beggars Banquet

Amidon takes a look into folk's past

by Taylor Coe '13
ARTS AND ENTERTAINMENT EDITOR

The songs on Sam Amidon's third album *I See A Sign* are so rich and complex that one is tempted to call him a songwriter in his own right. After all, the songs on the album—as is the case with Amidon's previous two albums—are based on traditional tunes that he has infused with a vivid, new energy. On Sunday night at 8 p.m. in Opus 1, Amidon will present a selection of his mind-bending alterations of traditional folk songs.

WORDPRESS.COM
Multi-instrumentalist Amidon plays acoustic and electric guitars and banjo.

Amidon is a fascinating musical figure for a number of reasons, among them the way in which he stands resolutely between the indie music world and the world of traditional folk diehards. Given that tightrope walking, it's a surprise that critics in both musical worlds have warmly received Amidon's work.

For instance, the song "Pretty Fair Damsel" off of *I See A Sign* retains the original lyrics and largely stays true to the melody of Clarence Ashley's version, on which Amidon based his interpretation, but also strays into the territory of folk indie favorites such as Damien Jurado. Amidon and his collaborators layer tinkling piano and seesawing strings over the simple, beautiful melody.

Although a string section won't be accompanying Amidon during his performance on Sunday, to bemoan the absence of studio effects would be to miss the power of Amidon's performance. For while strings and keyboards bolster Amidon's rearrangement of these tunes, even hearing only his voice and acoustic guitar demonstrates the gift he has for playing folk music and the tremendous passion he brings to the music itself.

Indeed, there is no other word to describe Amidon's association with folk music other than "passion." *I See A Sign* effectively functions as a demonstration of Amidon's folk music knowledge, which is both wide and deep. He plucks songs from both the tradition of New England choral singing—"All Is Well"—as well as from the folk music of the Georgia Sea Islands—"Way Go Lily"—which have their root in the singing games of children.

That's not to call Amidon a scholar; one might more aptly liken him to a voyager: He wanders across folk history, picking out and retooling those folk songs that interest him.

While I'm hesitant to ascribe anything so political as a history lesson to Amidon's craft, his work successfully undermines the modern notion that old-time folk music isn't...well... *interesting*. There is the modern temptation—both in a popular and a critical sense—to admit modern folk as an improvement upon, for example, the older variety emerging from the hills of Kentucky at the dawn of the 20th-century. There is the tendency to say, for instance, that the Avett Brothers take bluegrass and go somewhere with it while the music bluegrass pioneer Bill Monroe is somehow less interesting. Amidon's music implicitly repudiates that notion, providing us with an understanding of traditional folk with depth and value in its own right.

A&E weekly schedule

STAND-UP COMEDY Open-Mic Night

Bring jokes and funny stories to the stand-up open-mic event, which will show off student comedy!

Tuesday, Dec. 6
9 p.m.
Sadove Living Room

24 Hour Film Festival

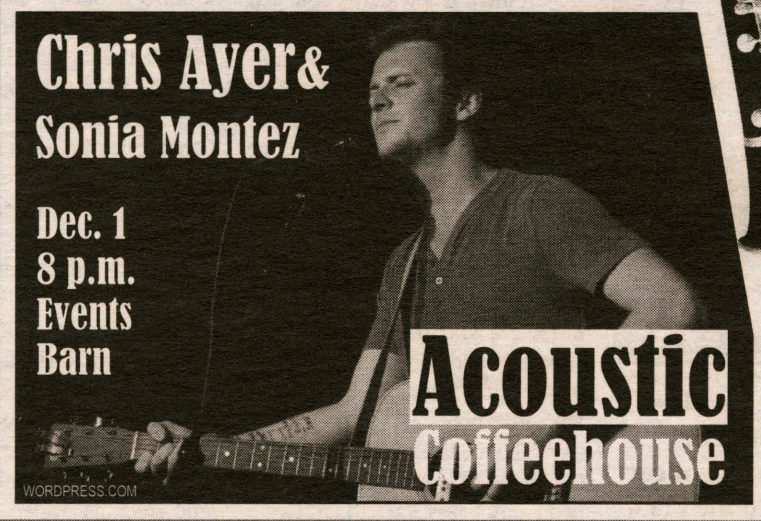
Saturday, Dec. 3
Midnight
Annex

Join us to view original films by Hamilton students! Each one is five minutes long and will be written, shot and edited from Dec. 2 at midnight through Dec. 3 at midnight.

WINTER ORCHESTRA CONCERT

featuring Allison Eck '12 performing the Mozart Clarinet Concerto and Professor of Music Heather Buchman conducting the orchestra in Sibelius's Symphony No. 5

Thursday, Dec. 8
8 p.m.
Wellin Hall



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CHAMBER ENSEMBLES CONCERT

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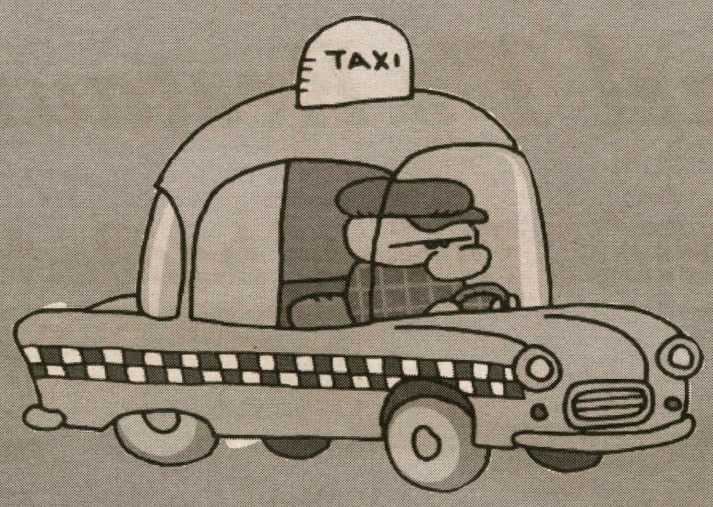

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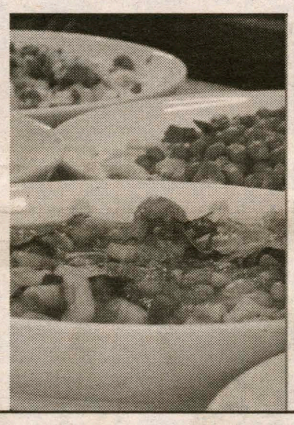

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HAMILTON SPORTS
WINTER SCHEDULE

MEN'S HOCKEY

Dec. 3 vs. Trinity, 7 p.m.
Dec. 4 vs. Wesleyan, 3 p.m.
Dec. 10 vs. Williams, 3 p.m.

MEN'S SQUASH

Dec. 3-4: Hamilton Invitational

WOMEN'S SQUASH

Nov. 18-19 @ Williams Invitational
Dec. 3-4: Hamilton Invitational

M/W SWIMMING & DIVING

Dec. 3-4 @ Wesleyan Invitational

M/W INDOOR TRACK

Dec. 3 @ Cornell Relays, 10 a.m.

WOMEN'S HOCKEY

Dec. 2 vs. Conn, 7 p.m.
Dec. 3 vs. Conn, 3 p.m.
Dec. 6 vs. SUNY Oswego, 7 p.m.

MEN'S BASKETBALL

Dec. 1 @ Utica College, 7 p.m..
Dec. 3 @ SUNY IT, 3 p.m.
Dec. 4 vs. Cazenovia, 4 p.m.
Dec. 7 @ Rochester, 7:30 p.m.
Dec. 10 vs. Vassar, 4 p.m.

WOMEN'S BASKETBALL

Dec. 3 vs. Utica College, 2 p.m.
Dec. 6 @ Wells, 6 p.m.
Dec. 10 @ Morrisville St., 7 p.m.

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Rosenbaum, Gibbons set pool records in opening swim meet

by Sophie Hays '13
Sports Contributor

While many of us returned home for Thanksgiving break, the men's and women's swimming teams stuck around for the weekend, treading the pool in preparation for the Ithaca quad meet. The teams competed against Ithaca, Hartwick College and SUNY Geneseo for their opening meet. Although Hamilton fell to the other teams, several swimmers placed some promising wins in races.

Megan Gibbons '12, a senior captain, scored pool records at Ithaca in the 50-, 100- and 200-yard freestyles, swimming 24.44 seconds, 52.91 seconds and 1:55.61 seconds, respectively. Maggie Rosenbaum '14 finished the 100 and 200 backstroke also setting pool records: 59.71 seconds and 2:09.21 for the 200m race. Combined, the two finished first in six events. Maja Feenick '13 recalls that the team's hard work in practice has really begun to show in their races: "We're finishing our races harder and starting to show the endurance we've built. Our performances can only improve from here, and I think that will be evident in this weekend's meet at Wesleyan." Lead by team captains Lizzy Buhl '12, Gabby Goione '12 and Jeannie Folan'12, the team is sure to perform this weekend.

> **"We're finishing our races harder, and starting to show the endurance we've built."**
> *—Maja Feenick '13*

Senior captain James Crafa '12 sees this meet as a great starting block for the team's new season: "This meet is a great opportunity to introduce the freshmen to their first big college meet, as well as to get some initial times on paper for all swimmers." Crafa is joined by other captains Tom Cyran '12, Jon Fung '12 and Taylor Hogenkamp '13, who nailed third place in the 100 free at Ithaca. Daniel Levine '13 steered the Continentals in the 1000 free in 10:48.32. Freshman hopeful Reid Swartz '15 finished fifth out of 16 swimmers in the 200-yard individual medley in 2:05.11.

This weekend's meet will be an extensive and intensive three-session one against Trinity and Wesleyan. The team hopes to place highly to show other NESCAC schools that they are a team to look out for come February. "The future of our team looks bright," says Crafa. "January is a fierce month for the us, but I look forward to see our team rise to the challenge in preparation for NESCACS at the end of the season."

Both teams are positive and determined to pursue a successful season through the winter. Lizzy Buhl '12 says she is excited about the talent of the freshman class, as well as their returners: "We have a great team dynamic and we think it will bring us stellar results at Wesleyan this weekend."

Men's basketball sinks two buzzer beaters to earn undefeated record

by Stephen LaRochelle '14
Sports Staff Writer

For the first time since 2006, the Hamilton men's basketball team has started its season 5-0, and they've done so with a flare for the dramatic.

With seven seconds left in the season opener against Bridgewater State, Pat Sullivan '12 broke a 66-66 tie with a spot-on three pointer from the top of the key to give Coach Adam Stockwell his first victory at the helm of the Hamilton program.

"Coach drew up a great play [during the timeout] with a couple different options," Sullivan explained. "When I caught the ball and noticed that I had space to shoot, I took the shot."

Less than 24 hours later, the Continentals found themselves in a similar late-game situation against Clark University. This time, though, it was Greg Newton '14 who took the offensive initiative. Newton slashed through the lane and scored on a lay-up with two seconds left to break the 58-58 deadlock and garner the Continentals the championship trophy at the Hamilton Tip-Off Tournament.

"Obviously, we would rather the games not be that close," Newton noted. "But overall, the weekend was a great test for us in terms of the effort, focus and execution that it takes to win close games." Getting tested in tight second half battles against quality opponents early in the season will only help the Hamilton squad as it prepares to meet its top-ranked NESCAC foes later in the year, Sullivan believes.

"It is always beneficial to play good teams out of conference. It serves as great preparation."

Hamilton cruised to victories over Morrisville State and Berkeley College to improve to 4-0 on the year before facing their next big test against Farmingdale State in the title game of the Hamilton Thanksgiving Tournament. The Continentals started slowly on offense against Farmingdale and went in to the locker room at halftime trailing 39-35. But they came out to play with a vengeance in the second half. Hamilton went on a 24-1 scoring run to build a 54-40 lead and held on to win by a fairly comfortable margin, 79-68.

According to Newton, the second half success didn't have much to do with halftime adjustments.

"All it took was a greater focus and effort on defense. Our play at that end of the floor then allowed us to get greater fastbreak and open shot opportunities." Sullivan saw the scoring surge in a similar light.

"In the second half we came out with more intensity especially on the defensive side of the ball."

The Continentals are putting a lot of points on the board even in the absence of all-Liberty League sharp-shooter Ephraim McDowell '12, who has been on the bench with a nagging foot injury for the first two weeks of the season. McDowell was Hamilton's second leading scorer a year ago.

"Ephraim is a great shooter and not having his ability hurts a bit," fellow senior Sullivan said. "We certainly look forward to his return."

In the meantime, though, a number of players have stepped up to fill the offensive void. Bradley Gifford '15 hit four three-pointers in his collegiate debut, providing a nice offensive spark off the bench against Bridgewater State. Gifford is fourth on the team in scoring with over nine points a game. Hans Schulte '13 scored a career high 16 points against Farmingdale and joined Sullivan on the Thanksgiving all-tournament team. Eric Benvenuti '13 dropped 17 points against Morrisville and is currently Hamilton's third leading scorer with 9.6 points per game.

Sullivan (16.2 points per game) and Newton (11.2 points per game) are the top two scorers. Sullivan also leads the team in rebounds. Ken Click '13, the six-foot-eight center, leads the team in blocks. Joseph Lin '15 relieves Newton at point guard and has played some valuable minutes off the bench, adding 12 points in the landslide victory against Berkeley.

"Our bench is certainly deep, and it has been a great asset for us," Sullivan explained. "This will help not only now, but especially late in the season."

The Continentals take on Cazenovia College in a home game on Dec. 4 at 4 p.m.

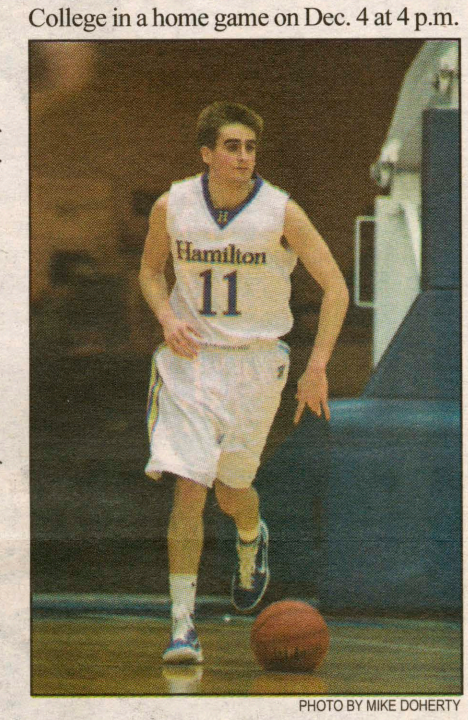

PHOTO BY MIKE DOHERTY
Greg Newton '14 scored the winning lay-up against Clark.

Women's hockey stumbles early in season

by John Wulf '12
Sports Staff Writer

So what? The Hamilton women's hockey team has lost its first three games of the season, but knowing the circumstances in which the season began, the players have no reason to lose faith.

With injuries to sophomore talents Nikki Haskins '14 and Hannah Jaiven '14, the team has had to juggle its lines while adjusting to a different playing style. Suffice to say, it hasn't been an ideal situation. And on opening weekend, Hamilton faced a team that took advantage of Hamilton's vulnerabilities.

The Continentals played a home and away with Amherst College, perennially one of the best teams in the NESCAC. Last year, Amherst finished second in the conference and was a win away from advancing to the NCAA tournament. Also, thanks to a certain overzealous reporter, Amherst came prepared for Hamilton's new (and once secret) playing strategy. It was a tough match-up for Hamilton and it showed, as Hamilton lost 5-1 in the first game and 4-1 in the second.

PHOTO BY MIKE DOHERTY
The loss of Hannah Jaiven '14 has been a tough blow to the team.

Tuesday night, Hamilton lost 5-3 to Union College at the Utica Memorial Auditorium. Stephanie Lang '14 scored her second goal of the season, and Laura DiCarlo '12 and Ingrid Kelly '15 got on the score sheet as well. However, Utica's three-goal third period ultimately pushed the game in the Pioneers' favor. Hamilton improved its offense—putting three more shots on goal than in its first two games combined—but still showed some rust on defense. But despite the disappointing losses, one thing remains clear: It's early.

Hamilton still has three months and fourteen of its sixteen NESCAC games left on the schedule. With that time, Hamilton will have plenty of chances to climb the standings as the team continues to improve its understanding of the system and the new personnel.

Said leading goal-scorer Lang, "On-ice communication and the execution of our new system is key, and I think we're doing a good job in practice, but that just needs to carry over into the games."

Hamilton will play its next two games at home this weekend against Connecticut College (7 p.m. on Friday, 3 p.m. on Saturday). Connecticut has started 1-1 in league play and is coming off a fifth place finish in the NESCAC. The Camels beat Hamilton twice last year, both times at Sage Rink, so Hamilton will look to exact some revenge and finally parch the Camels on our home ice.

Heading into the match-up, Lang and the team are ready to kick-start their season.

"It is extremely important this weekend that we prove ourselves in the NESCAC. It's our final league game before winter break and they're a tough team, but if we play physical and execute our systems, we'll do just fine. I have a lot of faith we'll bounce back."

H SPECTATOR SPORTS
December 1, 2011

Learning to defend our turf

Football garners three wins for the first time in over a decade

by Dave Meisel '13
Sports Staff Writer

Hamilton's 28-15 home victory against Bates on Nov. 12 stopped a five-game losing streak and served as a happy ending to a season with marked improvement.

The Continentals got off to a quick start in 2011, with a 24-16 win over Tufts on Sept. 24 and a 7-6 victory versus Wesleyan on Oct. 1. While they couldn't sustain this early season magic, the Continentals' final victory gave them their first three-win season since 1996, when they finished 5-3.

"We're really happy," said senior defensive end Conner Smith. "It was a great way to finish off the season, and there are great things to come [for the team]."

Indeed, the Continentals can take some positives out of this 3-5 finish. They ended the season in a four-way tie for fifth in the NESCAC, along with Bates, Colby and Wesleyan.

Outside of a 35-0 loss to Trinity on Oct. 8, Hamilton never looked overmatched. The team was in every game,and allowed over 20 points just one other time: they lost 40-21 at Middlebury on Nov. 5.

PHOTO BY MIKE DOHERTY

The Continentals finished fifth in the NESCAC in scoring defense at 19.9 points per game and third in passing defense at 157 yards per game. Though they finished seventh in rush defense, only Tufts faced more rushing attempts during the season, so the Continentals' play against the run was stronger than their 150 yards-per-game average. Individually, Mike MacDonald '13, Dan Peters '13 and Ian Milne '15 were standouts. MacDonald and Peters were both second-team All-Conference selections.

MacDonald, the team's middle linebacker, finished with 88 total tackles (45 solo) and 9.5 tackles for loss, both of which led the team. He also racked up four sacks and blocked a field goal.

Peters displayed excellent play at safety. His 65 tackles (32 solo) were second on the team, and his three interceptions led the team. Outside linebacker Milne was the team's rookie sensation. The edge rusher finished with 42 tackles (30 solo), 8.5 tackles for loss, and a team-leading five sacks.

The Continentals' offense was what held them back. They scored just 101 points, and during a five game stretch from Oct. 1 to Nov. 5 they scored just four touchdowns. Their run game, which was much improved in 2010, did not show much. James Stanell '14 led the team with 380 yards on 112 carries with five touchdowns. Their passing game showed some improvement, as Jordan Eck '13 completed 63.8 percent of his passes. Eck's top receiver was Garrett Hoy '13, who caught 37 balls for 383 yards and doubled as the team's punter. But Hamilton could rarely move the ball with any speed or consistency. The offense did little more than dink-and-dunk and averaged just 3.8 yards per play.

Next season, Hamilton's success will be predicated on its offensive improvement. The offense has to be able to move the ball more and turn the ball over less, as the team finished with the league's worst turnover margin at -8. Despite losing their top two cornerbacks Dylan Isenberg '12 and Ted Finan '12, the Continentals retain most of their defensive starters, including MacDonald, Peters and Milne. But as Smith said, there is promise for this team, after posting the program's best season in 15 years.

PHOTO BY MIKE DOHERTY

Garret Hoy '13 was the top receiver and punter this season.

Athlete of the Week: Pat Sullivan '11

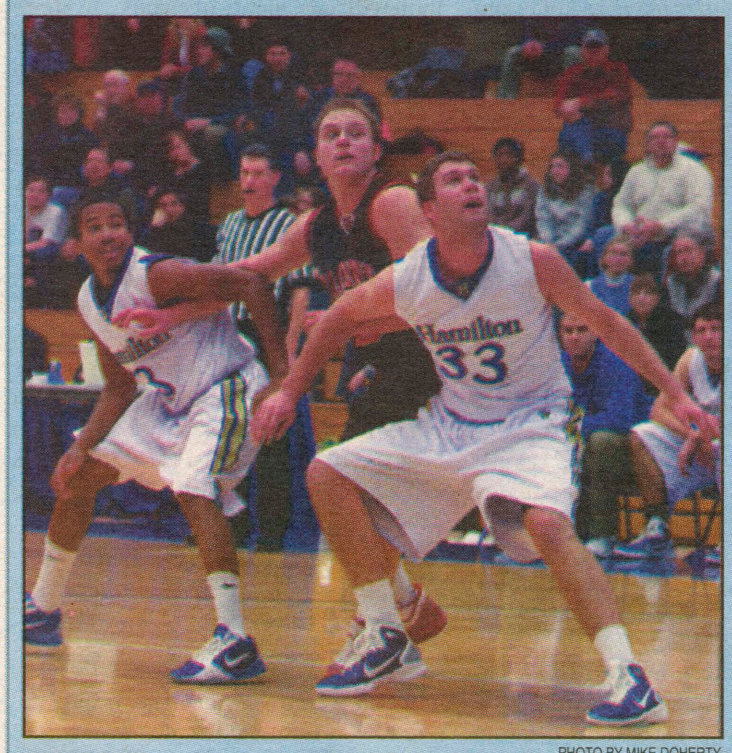

PHOTO BY MIKE DOHERTY

Sullivan has accumlated over 1,000 points and 400 rebounds in his career at Hamilton College.

by Becca Hazlett '13
Sports Contributor

The men's basketball team started their season off with a bang. A 5-0 start is exactly the kind of beginning the team and captain Pat Sullivan '12 envisioned. As a senior, Sullivan has played a pivotal role on the team during his time at Hamilton, especially in the past five victories. The most recent wins come from the Hamilton Thanksgiving Tournament. The Continentals dominated the court during the tournament just as they did in the previous three games.

A lot of the team's success came from forward Sullivan. In the past five games, Sullivan was 53 percent in field goals, has tallied seven rebounds a game and averaged 16 points a game. He notched six steals, and had a free throw percentage of 81 percent. Not only is Pat a key leader for the team; his success on the court has produced some vital wins for the Continentals. When asked what his thoughts were about the results thus far and end goals, Sullivan said, "I think we have done an excellent job so far this season. We have been able to play aggressive defense, and have done a great job with our new offense. Our overall goal for the season is to be one of the top teams in the NESCAC, in addition to making the NCAA tournament."

Sullivan began playing basketball when he was four years old in his hometown of Philadelphia, PA. From a young age, Sullivan knew he wanted basketball to be a part of his life. Thankfully, his talent led him to Hamilton. Sullivan says he chose Hamilton "because of its outstanding academic reputation, and a rich basketball history." Sullivan's role not only as a leader but also as an outstanding basketball player has played a key part in the teams success in the past three years. His freshman year Sullivan was selected Rookie of the Year and last year he was Player of the Year. During his last year at Hamilton, we should expect nothing less. Even though he will be graduating this year, Sullivan hopes to continue playing basketball. When asked about his plans after college, Sullivan said, "I would love the opportunity to play professional basketball overseas. If not, I would like to work at Merrill Lynch in New York City." When he's not playing basketball, Pat enjoys to golf, surf and travel.

Be sure to get out to Scott Field house to watch Sullivan and the men's basketball team this winter.